DOCUMENT RESUME

ED 335 201 RC 018 296

AUTHOR Schneider, E. Joseph
TITLE Low-Achieving Students Trouble Membership of California's Small School Districts' Association. Occasional Paper.
INSTITUTION Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
PUB DATE Aug 89
NOTE 34p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Achievement; *Administrator Attitudes; Elementary Secondary Education; Hispanic Americans; Limited English Speaking; *Low Achievement; Needs Assessment; Poverty; School Surveys; *Small Schools; *Superintendents; *Teacher Effectiveness
IDENTIFIERS California Small School Districts Association; Small School Districts

ABSTRACT

This report presents findings of a survey administered to 176 superintendents of small school districts in California. The purpose of the survey was to identify problems perceived by superintendents and to assess the extent to which districts have difficulties in providing effective instruction to limited English proficient (LEP) students. Although the districts were considered "small", 64% were located in Metropolitan Statistical Areas (MSA). Despite concentrations of Hispanic students in some districts, the small school districts enroll predominantly white students. Highest priorities taken by superintendents with high schools in their districts were improving teacher effectiveness and improving the education program for low-achieving students. Districts located in MSAs tend to enroll more Hispanic students than rural-based districts; therefore, they reported more concern about LEP instruction. In comparison to findings in a national survey, this survey found that California superintendents were more concerned about the need to recruit new teachers. Approximately 48% of the districts offer English-as-a-Second-Language programs and 97% receive Chapter 1 assistance. Consequently, nearly half of the respondents said they need help identifying and applying for special funds. The idea of "statewide school consortia" that can help manage educational changes was welcomed by the respondents. Respondents want to see specific topics of concern addressed by conferences and workshops. The appendix includes a copy of the survey questionnaire and descriptive statistics for all items in the survey. (KS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

RC

O C C A S I O N A L P A P E R

ED385201

Low-Achieving Students Trouble Membership of California's Small School Districts' Association

SWRL

Southwest Regional Educational Laboratory

BEST COPY AVAILABLE

RC018296

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

SWRL

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

The Southwest Regional Laboratory is a public educational agency that exists to address challenges resulting from changing demographics and increasing numbers of at-risk children in the metropolitan Pacific Southwest. The Laboratory is governed by a board of directors selected in part by the state boards of education and the university systems in Arizona, California, and Nevada. The Laboratory addresses its mission by engaging in research, development, evaluation, training, technical assistance, and policy analysis. The bulk of the Laboratory's work is supported by competitively won federal and state contracts and grants.

The Laboratory publishes from time to time "occasional papers" that address issues relating to children who, for a variety of reasons, do not benefit from conventional schooling practices in the metropolitan Pacific Southwest. Inquiries are welcome; address them to E. Joseph Schneider, associate executive director, who edits the series.

Low-Achieving Students Trouble Membership of California's Small School Districts' Association

E. Joseph Schneider

August, 1989

Low-Achieving Students Trouble Membership of California's Small School Districts' Association

By E. Joseph Schneider*

The membership of California's Small School Districts' Association recently responded to a survey and revealed that they are generally pleased --not bragging, mind you, but certainly not complaining either-- with the way things are going in their districts.

Executive Summary

When asked to describe how strongly they feel about a host of suggested problems, the respondents tended to say, "It's of some concern"; with notable exceptions, few problems are so bad that they have become "high priorities."

---

* The author acknowledges the contributions made to this project by Dave Evans, president of the Small School Districts' Association, who initiated the activity; Bill Lucas of Murdoch, Mockler and Associates of Sacramento, who provided coordination; Beatrice Ward of SWRL, who developed the questionnaire; and Jerry Bailey of SWRL, who reduced the data.

Support for this activity was provided in part by the Southwest Center for Educational Equity under a contract from the U.S. Department of Education. The opinions expressed herein do not necessarily reflect the position or policy of the Department or the Association and no official endorsement should be inferred.

The exceptions gather together under two general headings: "low-achieving students" and "teacher effectiveness." The labels, of course, describe concerns that haunt educators from any-size district. The only news here is that California's small school districts are no different.

The superintendents who responded --and nearly all the respondents were superintendents-- also said that their districts by and large find it difficult to provide effective instruction, which is what educators generally say. But superintendents with districts that include high schools were more apt to be concerned about instruction than superintendents from elementary districts.

In fact, superintendents with districts that include high schools tend to be more concerned than their colleagues about a lot of things.

Nevertheless, nearly all of California's small district superintendents name the same source when asked where they go in search of services and information. Their agency of choice is the county office of education. Over and over again, regardless of the need, the respondents said they go to the county office for assistance.

SWRL Collaborates with Association

The small school district survey was developed by the Southwest Center for Educational Equity located at the Southwest Regional Laboratory (SWRL) in Los Alamitos, Calif. The laboratory is an independent research and development agency funded by state and federal contracts. The Center provides assistance to districts of all sizes facing equity problems relating to sex, race, or national origin.

As part of its ongoing efforts, the Center attempts to identify problems and assess needs in its service region. For that reason, the Center was interested in learning to what extent small school districts have trouble providing effective instruction to limited English proficient (LEP) students. By working through the association's leadership, SWRL was

able to develop a questionnaire that asked the Center's questions plus others of interest to the districts themselves.

The survey, administered by the association, generated 176 returns. The respondents represent districts that range in size from 12 students to 2,072. Half the respondents come from districts with 300 or fewer students. Thirty-five percent of the respondents said their districts only contain one school; altogether, 64 percent contain no more than two schools. But size doesn't seem to be a factor. When the responses are controlled for size, "big" district superintendents tend to view the world much as their "smaller" district colleagues do.

Figure 1 lists the respondents' highest-priority topics and those services they have the greatest difficulty providing on their own.

Figure 1

TOPICS OF HIGHEST PRIORITY AMONG ALL RESPONDENTS

(percentage of respondents, using a five-point scale ranging from "low priority" (1) to "high priority"(5), who ranked the topic at either a "4" or "5"

Improve Leadership	51 percent
Improve Teacher Effectiveness in . . .	
High Schools	55 percent
Junior Highs	77 percent
Intermediates	54 percent
Primaries	68 percent
Improve Education for Low-Achieving Students in . . .	
High Schools	56 percent
Junior Highs	79 percent
Intermediates	80 percent
Primaries	75 percent

Improve Education for Limited English Proficient (LEP) Students in . . .	
Junior Highs	50 percent
Intermediates	53 percent
Primaries	55 percent
Reduce High School Dropout Rate	50 percent
Identify Early At-risk Students	74 percent
Involve Rural Parents in Education Process	55 percent
Improve Curriculum in . . .	
Reading/Language Arts/English	73 percent
Mathematics	71 percent
Science	70 percent
Social Studies/History	67 percent
Foreign Language	47 percent
English as a Second Language	51 percent
Improve Counseling Services for Students in . . .	
High Schools	52 percent
Junior Highs	73 percent

PARTICULARLY DIFFICULT SERVICES FOR DISTRICTS TO PROVIDE

(percentage of respondents, using a five-point scale ranging from "not difficult" (1) to "very difficult" (5), who ranked the issue at either "4" or "5"

Effective Instruction for LEP Students in . . .	
Junior High School	59 percent
Intermediates	51 percent
Vocational/Training for . . .	
Junior High Schools	60 percent

The appendix contains the complete questionnaire and the responses.

"Small" Doesn't Mean "Rural"

In most states, "small" is equated with "rural." Not in California. Roughly 64 percent of the respondents run small school districts in what the Census Bureau calls a Metropolitan Statistical Area (MSA). These districts may not be located in large cities, but one's probably not far away.[1]

For example, six survey forms came in from San Mateo County, two from districts sandwiched between San Francisco and its airport. San Diego County produced five returns and three came in from Los Angeles County. Small school districts, to be sure, but not rural.

The government tends to throw a large ring around areas that it labels "metropolitan." Take Tulare County, for example. Or Kern County. The government says both are "metropolitan." But a lot of traditional "rural" still exists within their boundaries.

When analyzing the data, particular care was taken to see if these "metropolitan" small school districts view the world differently than their "country" cousins. Very little, so it seems.

Responding districts located in MSAs tend to enroll more Hispanic students than more rural-based districts. Consequently, it's probably not surprising that these latter superintendents tend to be less concerned about LEP instruction than their counterparts from counties within a designated MSA. And the "rural" administrators are more apt to work with other agencies to provide their students with

---

1 The general concept of a metropolitan area is one of a large population nucleus, together with adjacent communities that have a high degree of economic and social integration with that nucleus. An MSA has at least one city with 50,000 or more inhabitants or a Census Bureau-defined urbanized area of at least 50,000 inhabitants and a total MSA population of at least 100,000. Furthermore, MSAs include the entire county in which the central city is located, and adjacent counties, if any, with at least 50 percent of their population in the urbanized area.

vocational/technical training. Otherwise, the superintendents' responses do little to separate them into "metro-rural" camps.

"Small" doesn't mean "isolated" either. When asked, "do you work cooperatively with other agencies," 90 percent of the respondents said "yes."

Enrollment Predominantly White

Despite concentrations of Hispanic students in some districts, overall the small school districts enroll predominantly white students. Half of the districts surveyed have no black students. Only two districts said their black enrollment approaches 20 percent.

One district, though, said its enrollment is half Native American. And four said these students account for at least a quarter of their enrollments. Asian students make up 40 percent of one district's enrollment. But 90 percent of the responding districts said they have fewer than 3 percent Asian enrollment.

Eighty percent of respondents said their schools have Hispanic students, but only a few have high concentrations of them. One district, for example, responded that it has a 97 percent Hispanic enrollment. Seven others said their Hispanic enrollments exceed 75 percent. An additional 24 districts have at least 50 percent Hispanic students.

Take the two counties of Kern and Tulare mentioned earlier. Although some of their districts are "99.8 percent white," as one respondent claimed, many are heavily impacted by Hispanic enrollments. And it's a concern of the respondents. One after another said it is a high priority of theirs to "improve education programs for LEP (limited English proficient) students."

Of the 22 responses received from these two counties, 13 districts have more than 25 percent Hispanic enrollment; 7 have more than 50 percent; and 3 top 80 percent. And with few exceptions, superintendents of

these districts said that improving the education programs for LEP students ranks as one of their highest priorities.

Overall, 25 percent of the total respondents said all of their schools offer a bilingual education program. And yet 60 percent said none of their schools does. In 30 percent of the districts all the schools offer ESL programs. Half of the districts said that none of their schools does.

Over half of the districts responding to the survey (57 percent) have a Chapter 1 program in all their schools. Only 3 percent of the districts said they have no schools receiving Chapter 1 services.

Senior Highs Stand Out

Superintendents with high schools and those without tend to view their situations differently. The bulk of the respondents represented elementary districts. And these superintendents tend to be ambivalent about high schools. But not the superintendents who oversee them. They have strong opinions about the condition of their high schools.

See Figure 2 for these superintendents' highest priorities and those services they have the toughest time providing.

When asked the question, "how high of a priority is it to improve the education program for low-achieving students at the high school level," 100 percent of the respondents said it is a concern. Forty-three percent said it is a "high priority" concern.

District superintendents with high schools said just about the same thing when asked about the need to improve the effectiveness of their high school teachers.

Interestingly, these superintendents revealed that their concern about teacher effectiveness and low-achieving students grows depending on the level of schooling being discussed. That is, the superintendents are least concerned about their preschool programs, but then increasingly

anxious when asked about primary, intermediate, junior high, and finally high school.

Ninety-five percent of these same respondents also said they're concerned about the need to improve counseling services in senior high schools. Nearly as many said the same thing about junior high schools.

Figure 2

TOPICS OF HIGHEST PRIORITY AMONG SUPERINTENDENTS WITH HIGH SCHOOLS

(percentage of respondents, using a five-point scale ranging from"low priority" (1) to "high priority" (5), who ranked the topic at either a "4" or "5"

Recruit New Teachers	65 percent
Induct New Teachers	61 percent
Improve Leadership	51 percent
Improve Teacher Effectiveness in . . .	
High Schools	93 percent
Junior High Schools	78 percent
Intermediates	70 percent
Primaries	63 percent
Improve Education Program for Low-Achieving Students in . . .	
High Schools	91 percent
Junior Highs	84 percent
Intermediates	76 percent
Primaries	73 percent
Improve Education Program for LEP Students in . . .	
High Schools	61 percent
Junior Highs	60 percent
Intermediates	56 percent
Primaries	53 percent
Reduce High School Dropout Rate	61 percent
Identify Early At-Risk Students	73 percent

Improve Vocational/Technical Training in . . .	
High Schools	78 percent
Junior Highs	76 percent
Improve Counseling Services Available To Students in . . .	
High Schools	74 percent
Junior Highs	76 percent

High schools and junior highs were fingered again when respondents were asked about where they had the toughest time providing effective instruction for limited English proficient students.

Interestingly, the respondents tended to agree that they want to find ways to "identify at-risk students early," but then gave low priority to improving instruction for low-achieving and LEP students at the preschool level. It could be, of course, that few respondents have preschool programs.

Superintendents Like Their Technology On-site

"Distance learning" is being touted nationally as one of the most promising practices for small, isolated schools. As discussed, many of California's small school districts are located in Metropolitan Statistical Areas and could hardly qualify as isolated. Perhaps that's why the small school administrators gave a shrug when asked to describe their enthusiasm for "the use of *distance learning* technology to provide instruction."

However, the superintendents warmed noticeably when asked the same question about the "use of technology to provide *on-site* instruction." Clearly, the respondents are "hands-on" administrators.

As far as subject matter is concerned, the respondents are pretty much in agreement that improving curriculum is a fairly high priority. This

sentiment is especially true when the respondents are asked about reading/English/language arts. However, the respondents are so-so about the need to improve the foreign-language curriculum.

Ironically, the respondents also said that they have the greatest difficulty providing foreign language instruction.

Comparison With National Audience

Two years ago the National Rural, Small Schools Task Force commissioned a national survey of small school districts.[2] Although the questions asked differed somewhat, comparisons may still be possible.

The national survey, for example, revealed that the number one concern of rural educators is the need to improve the academic performance of students from low-income families. The number one concern of respondents in the California small school district survey is improving the effectiveness of high school teachers and their low-achieving students. To some extent, both sets of respondents probably are talking about the same concern.

Both surveys asked superintendents the extent to which they worry about the need to recruit new teachers. In California, 48 percent of the responding superintendents said it is of considerable importance. Nationally, only 13 percent are equally concerned.

Too much can be made of comparisons between California's respondents and any national sample. California is different, after all. [3]

---

2 *Building on Excellence: Regional Priorities for the Improvement of Rural, Small Schools* (Washington, D.C.: Council for Educational Development and Research, 1987)

3 See a discussion in *Conditions of Children in California*, Michael W Kirst, project director; (Berkeley, CA: Policy Analysis for California Education, School of Education, University of California, Berkeley, 1989)

For one thing, California has a rapidly growing population. In ten years, one in every eight children in the country will be a Californian. And that student population will differ markedly from the rest of the country. Particularly students from low-income families. Within California such children doubled in number in the past twenty years. Today California's percentage of poor children is higher than the nation's. Finally, the composition of California's poor, with its large numbers of Hispanic-- one in every three lives in California-- and Asian poor, makes the state vastly different from national norms.

Discussion

Many (roughly 48 percent) of the districts responding to the survey offer ESL programs and even more (97 percent) receive Chapter 1 assistance for one or more of their schools. Consequently, most of the administrators who responded to the questionnaire also wear hats identifying themselves as federal/state project coordinators. And that probably explains why nearly half of the respondents' said they need help "identifying and applying for special funds and programs."

Such a need might be addressed by the Small School Districts' Association. As a first step, the association could sponsor grant-writing seminars and maintain a "fast-alert" tracking system of upcoming state and federal initiatives of interest to the membership.

What the membership probably really needs, though, is help writing their applications. Small-school district administrators simply don't have enough hours in the day to manage their schools and write sterling proposals too.

Getting the dollars in the door is just the first challenge, of course, and the respondents seemed to sense this. That is, the respondents are enthusiastic about the possibility of "statewide school consortia." What the superintendents might be saying is that they would appreciate receiving some help managing all the educational change being thrust at them. A consortia of like-minded, small-school districts

could help address this need. And the Small School Districts' Association might well be the catalyst to put such an arrangement together.

Most of the superintendents who responded said they depend heavily on the county offices. This includes obtaining the latest knowledge and research about effective educational practices. And yet nearly 80 percent of the respondents said they have difficulty obtaining the latest knowledge and research on effective instruction for at-risk children. Nearly 75 percent said the same thing about effective instruction of LEP students.

Somewhat related, the respondents --particularly those with high schools in their districts-- also want to see specific topics of concern to themselves addressed by conferences and workshops. (See Figure 3 for a description of the types of services the respondents said would be most helpful in improving their district's education program.)

Figure 3

TYPES OF SERVICES ALL RESPONDENTS WOULD FIND MOST HELPFUL

(percentage of respondents, using a five-point scale ranging from "of little help" (1) to "very helpful" (5), who ranked the service at either a "4" or "5"

Conduct Workshops/Conferences On Specific Aspects of Education Programs for Rural Districts — 62 percent

TYPES OF SERVICES SUPERINTENDENTS WITH HIGH SCHOOLS WOULD FIND MOST HELPFUL

(percentage of respondents, using a five-point scale ranging from "of little help" (1) to "very helpful" (5), who ranked the service at either a "4" or "5"

Establish Statewide Rural School Consortia Focusing on Specific Improvement Areas — 59 percent

Conduct Workshops/Conferences on Specific Aspects of Education Programs for Rural Schools	76 percent

Given the superintendents' tendency to depend on the county offices for services, it seems logical to suggest that these agencies sponsor such workshops and conferences.

In the process, perhaps the county offices ought to be encouraged to interact more regularly with state-based research and development institutions. They're apt to have the expertise and knowledge base that the small school districts appear to be seeking.

APPENDIX

Small School Districts' Association

1130 K Street, 210 • Sacramento, CA 95814 • (916) 441-3300

Dear SSDA Member:

I would like to use this means of encouraging you to complete and return the Small School Districts' Questionnaire. This survey has been approved by the Executive Committee.

In addition to assisting the funding of the Rural Educational Opportunities Program, the resulting data base will provide your association with the direction it should take in future initiatives.

The Association wants to express its gratitude to the staff of the Southwest Regional Laboratory (SWRL) for its expertise, time, and effort in accomplishing this most worthwhile task.

Sincerely,

Dave Evans

Dave Evans
President, SSDA

Name of District: _____

Schools in District:

_____ _____

_____ _____

_____ _____

Person completing the questionnaire:

_____ _____
Name Title

_____ _____
School Address

1. What is the **RACE/ETHNICITY OF THE STUDENT POPULATION** in your district? Please indicate approximate percentage in each category.

_____ Hispanic _____ Black _____ White _____ Native American

_____ Asian/Pacific Islander _____ Indo-Chinese _____ Other

2. What types of **SERVICES** would you find **MOST HELPFUL** in achieving your goals for improvement of your district's education program? A rating of "5" indicates that the service will be very helpful.

	Of Little Help		Somewhat Helpful		Very Helpful
a. Provide a program improvement linking agent, similar to the agricultural extension agent, for the region in which my district is located.	1	2	3	4	5
b. Establish a rural school district education improvement collaborative for the districts in our region.	1	2	3	4	5
c. Establish a linkage with a university in our region for pre-service student teaching assignments and new teacher recruitment.	1	2	3	4	5
d. Establish a linkage with a university or other agency to provide training and courses necessary to obtain administrative and/or teaching credentials.	1	2	3	4	5
e. Establish statewide rural school consortia focusing on specific improvement areas.	1	2	3	4	5
f. Conduct workshops and conferences on specific aspects of education programs for rural schools.	1	2	3	4	5

g. Other. Please describe. _____

_____

_____

3. Please indicate the **TOPICS THAT ARE OF HIGHEST PRIORITY** in your future plans for improving the education program offered by your school district. A rating of "5" represents the highest priority.

	Low Priority		Of Some Concern		High Priority
a Recruitment of new teachers.	1	2	3	4	5
b. Induction of new teachers.	1	2	3	4	5
c. Recruitment of new school principals.	1	2	3	4	5
d. Improvement of school principals' education program leadership skills.	1	2	3	4	5

	Low Priority		Of Some Concern		High Priority
e. Improvement of the effectiveness of al teachers at the:					
- High school level	1	2	3	4	5
- Middle/junior high school level	1	2	3	4	5
- Intermediate level	1	2	3	4	5
- Primary level	1	2	3	4	5
- Preschool level	1	2	3	4	5
f. Improvement of the education program for low achieving students at the:					
- High school level	1	2	3	4	5
- Middle/junior high school level	1	2	3	4	5
- Intermediate level	1	2	3	4	5
- Primary level	1	2	3	4	5
- Preschool level	1	2	3	4	5
g. Improvement of the education program for LEP students at the:					
- High school level	1	2	3	4	5
- Middle/junior high school level	1	2	3	4	5
- Intermediate level	1	2	3	4	5
- Primary level	1	2	3	4	5
- Preschool level	1	2	3	4	5
h. Improvement of instruction in classrooms that include students from multiple language minority backgrounds at the:					
- High school level	1	2	3	4	5
- Middle/junior high school level	1	2	3	4	5
- Intermediate level	1	2	3	4	5
- Primary level	1	2	3	4	5
- Preschool level	1	2	3	4	5
i. Reduction of the high school dropout rate.	1	2	3	4	5
j. Early identification of at-risk students.	1	2	3	4	5
k. Use of distance learning technology to provide instruction in:					
- Science	1	2	3	4	5
- Mathematics	1	2	3	4	5
- English	1	2	3	4	5
- Foreign Language	1	2	3	4	5
- History	1	2	3	4	5
- Other _____	1	2	3	4	5

	Low Priority		Of Some Concern		High Priority
l. Use of technology to provide on-site instruction in:					
- Science	1	2	3	4	5
- Mathematics	1	2	3	4	5
- English	1	2	3	4	5
- Foreign Language	1	2	3	4	5
- History	1	2	3	4	5
- Other _____	1	2	3	4	5
m. Involvement of rural parents in education process.	1	2	3	4	5
n. Improvement of vocational/technical training at:					
- High school level	1	2	3	4	5
- Middle/junior high school level	1	2	3	4	5
o. Improvement of the counseling services available to students at:					
- High school level	1	2	3	4	5
- Middle/junior high school level	1	2	3	4	5
p. Improvement of curriculum in:					
- Reading/Language Arts/English	1	2	3	4	5
- Mathematics	1	2	3	4	5
- Science	1	2	3	4	5
- Social Studies/History	1	2	3	4	5
- Foreign Language	1	2	3	4	5
- English as a Second Language	1	2	3	4	5
- Other _____	1	2	3	4	5

4. Please indicte how **DIFFICULT** it is for your school district to provide the following instruction and/or services on your own, e.g., with no help from a county office of education or a college or university, or without collaborating/cooperating with other school districts. A rating of "5" represents the highest level of difficulty.

	Providing instruction/service is:				
	Not Difficult		Somewhat Difficult		Very Difficult
a. Secondary level advanced placement courses in:					
- Science	1	2	3	4	5
- Mathematics	1	2	3	4	5
- English	1	2	3	4	5
- Foreign Language	1	2	3	4	5
- History	1	2	3	4	5
- Other _____	1	2	3	4	5

	Providing instruction/service is:				
	Not Difficult		Somewhat Difficult		Very Difficult
b. Effective instruction for limited English proficient (LEP) students at the:					
- Primary level	1	2	3	4	5
- Intermediate level	1	2	3	4	5
- Middle school/junior high level	1	2	3	4	5
- High school level	1	2	3	4	5
c. Vocational/technical training for:					
- Middle school/junior high students	1	2	3	4	5
- High school students	1	2	3	4	5
- Adult school students	1	2	3	4	5
d. The latest knowledge and research about:					
- Effective elementary schools	1	2	3	4	5
- Middle school reform	1	2	3	4	5
- Effective teaching	1	2	3	4	5
- Effective teaching in classrooms with students from multiple cultural backgrounds	1	2	3	4	5
- Effective instruction of LEP students	1	2	3	4	5
- Teacher career development	1	2	3	4	5
- School restructuring	1	2	3	4	5
- State curriculum mandates	1	2	3	4	5
- Effective instruction of at-risk students	1	2	3	4	5
- School administrator leadership	1	2	3	4	5
e. Professional development for teachers in the area of:					
- Effective schools	1	2	3	4	5
- Effective teaching	1	2	3	4	5
- Effective instruction	1	2	3	4	5
- Effective instruction of LEP students	1	2	3	4	5
- Effective instruction in classrooms that include students from multiple cultural backgrounds	1	2	3	4	5
- Mentor teacher skills	1	2	3	4	5
- School restructuring	1	2	3	4	5
- State curriculum mandates	1	2	3	4	5
- Effective instruction of at-risk students	1	2	3	4	5
- Instruction in the content areas	1	2	3	4	5
- Developing students' higher order thinking skills	1	2	3	4	5

	Providing instruction/service is:				
	Not Difficult		Somewhat Difficult		Very Difficult
f. Professional development for school principals and other administrators in the area of:					
- Principal as instructional leader	1	2	3	4	5
- Effective schools	1	2	3	4	5
- Effective teaching	1	2	3	4	5
- Effective instruction of LEP students	1	2	3	4	5
- Effective instruction of at-risk students	1	2	3	4	5
- Mentor teacher role	1	2	3	4	5
- School restructuring	1	2	3	4	5
- State curriculum mandates	1	2	3	4	5
- Curriculum alignment	1	2	3	4	5
- Instruction in the content areas	1	2	3	4	5
- Monitoring student progress at the class and school levels	1	2	3	4	5
- Developing students higher order thinking skills	1	2	3	4	5
- Working with parents and the community	1	2	3	4	5
- Induction of novice teachers	1	2	3	4	5
g. Administrative services:					
- Accounting	1	2	3	4	5
- Payroll	1	2	3	4	5
- Library	1	2	3	4	5
- Media and other supplemental educational resources	1	2	3	4	5
- Computers and technology	1	2	3	4	5
- Textbook review and purchase	1	2	3	4	5
- Reporting regarding:	1	2	3	4	5
• Program compliance	1	2	3	4	5
• Attendance	1	2	3	4	5
• Expenditures	1	2	3	4	5
- Test scoring and analysis	1	2	3	4	5
- Identifying and applying for special funds/programs	1	2	3	4	5
- Facilities	1	2	3	4	5

5. Please indicate whether you **WORK WITH OTHER AGENCIES** to provide services in the program areas listed below. If you work with other agencies, please check the ones that apply.

   a. Do you work with other agencies to provide secondary level advanced placement courses:

   _____ Yes _____ No If yes, what agencies? Check all that apply.

   _____ County office of education
   _____ Large urban school district(s) in my geographic region
   _____ Suburban school district(s) in my geographic region
   _____ Other rural school districts in my geographic region
   _____ College or university in my geographic region
   _____ Others. Please list. _____

b. Do you work with other agencies to provide effective instruction for LEP students?

_____ Yes _____ No If yes, what agencies? Check all that apply.

_____ County office of education
_____ Large urban school district(s) in my geographic region
_____ Suburban school district(s) in my geographic region
_____ Other rural school districts in my geographic region
_____ College or university in my geographic region
_____ Other. Please list. _____

c. Do you work with other agencies to provide vocational/technical training?

_____ Yes _____ No If yes, what agencies? Check all that apply.

_____ County office of education
_____ Large urban school district(s) in my geographic region
_____ Suburban school district(s) in my geographic region
_____ Other rural school districts in my geographic region
_____ College or university in my geographic region
_____ Other. Please list. _____

d. Do you work with other agencies to obtain latest knowledge and research about effective educational practices?

_____ Yes _____ No If yes, what agencies? Check all that apply.

_____ County office of education
_____ Large urban school district(s) in my geographic region
_____ Suburban school district(s) in my geographic region
_____ Other rural school districts in my geographic region
_____ College or university in my geographic region
_____ Other. Please list. _____

e. Do you work with other agencies to provide professional development for teachers?

_____ Yes _____ No If yes, what agencies? Check all that apply.

_____ County office of education
_____ Large urban school district(s) in my geographic region
_____ Suburban school district(s) in my geographic region
_____ Other rural school districts in my geographic region
_____ College or university in my geographic region
_____ Other. Please list. _____

f. Do you work with other agencies to provide professional development for school principals and other administrators?

_____ Yes _____ No If yes, what agencies? Check all that apply.

_____ County office of education
_____ Large urban school district(s) in my geographic region
_____ Suburban school district(s) in my geographic region
_____ Other rural school districts in my geographic region
_____ College or university in my geographic region
_____ Other. Please list. _____

g. Do you work with other agencies to provide administrative services?

_____ Yes _____ No If yes or some, what agencies? Check all that apply.

_____ County office of education
_____ Large urban school district(s) in my geographic region
_____ Suburban school district(s) in my geographic region
_____ Other rural school districts in my geographic region
_____ College or university in my geographic region
_____ Other. Please list. _____

6. Please **DESCRIBE THE SCHOOLS** in your school district.

a. Number of elementary schools: _____

For each school please provide the following information:

No. of Teachers on Faculty	Student Enrollment	Bilingual Ed. Program		ESL Ed. Program		Chapter 1 Program	
1._____	_____	_____ Yes	_____ No	_____ Yes	_____ No	_____ Yes	_____ No
2._____	_____	_____ Yes	_____ No	_____ Yes	_____ No	_____ Yes	_____ No
3._____	_____	_____ Yes	_____ No	_____ Yes	_____ No	_____ Yes	_____ No
4._____	_____	_____ Yes	_____ No	_____ Yes	_____ No	_____ Yes	_____ No
5._____	_____	_____ Yes	_____ No	_____ Yes	_____ No	_____ Yes	_____ No

b. Number of middle/junior high schools: _____

For each school please provide the following information:

No. of Teachers on Faculty	Student Enrollment	Bilingual Ed. Program		ESL Ed. Program		Chapter 1 Program	
1._____	_____	_____ Yes	_____ No	_____ Yes	_____ No	_____ Yes	_____ No
2._____	_____	_____ Yes	_____ No	_____ Yes	_____ No	_____ Yes	_____ No
3._____	_____	_____ Yes	_____ No	_____ Yes	_____ No	_____ Yes	_____ No

c. Number of high schools: _____

For each school please provide the following information:

No. of Teachers on Faculty	Student Enrollment	Bilingual Ed. Program		ESL Ed. Program		Chapter 1 Program	
1._____	_____	_____ Yes	_____ No	_____ Yes	_____ No	_____ Yes	_____ No
2._____	_____	_____ Yes	_____ No	_____ Yes	_____ No	_____ Yes	_____ No

	#	Min	Max	Mean	miss	Frequency 0	Distibution 1	2	3	(number) 4	5	Frequency 0	Distibution 1	2	3	(percent) 4	5
Hispanic	176	0	97	19.8													
Black	176	0	20	1.4													
White	176	0	100	71.0													
Native American	176	0	50	2.5													
Asian/Pacific Is.	176	0	40	1.5													
Indo-Chinese	176	0	15	0.4													
Other	176	0	25	0.6													
Most Helpful Services																	
Linking agent	162	1	5	2.6	8%		37	32	60	25	8		23%	20%	37%	15%	5%
Collaborative	166	1	5	3.2	6%		27	20	44	49	26		16%	12%	27%	30%	16%
Preservice	166	1	5	3.3	6%		22	21	46	45	32		13%	13%	28%	27%	19%
Credentials	165	1	5	3.0	6%		33	26	44	36	26		20%	16%	27%	22%	16%
Consortia	167	1	5	3.4	5%		25	17	42	35	48		15%	10%	25%	21%	29%
Workshops	167	1	5	3.7	5%		15	8	40	50	54		9%	5%	24%	30%	32%
TOPICS of HIGHEST PRIORITY																	
Recruit teachers	172	1	5	3.3	2%		30	19	40	30	53		17%	11%	23%	17%	31%
Induct teachers	171	1	5	3.1	3%		28	24	46	44	29		16%	14%	27%	26%	17%
Recruit principal	168	1	5	2.5	5%		53	36	40	22	17		32%	21%	24%	13%	10%
Improve leader	172	1	5	3.3	2%		26	20	39	56	31		15%	12%	23%	33%	18%
Improve effectiveness of teachers																	
High school	102	1	5	3.2	42%		32	6	8	22	34		31%	6%	8%	22%	33%
Jr. high	147	1	5	4.1	16%		10	3	21	42	71		7%	2%	14%	29%	48%
Intermediate	153	1	5	4.0	13%		8	3	28	49	65		5%	2%	18%	32%	42%
Primary	156	1	5	3.9	11%		7	10	32	49	58		4%	6%	21%	31%	37%
Preschool	101	1	5	2.7	43%		36	12	19	17	17		36%	12%	19%	17%	17%
Improve for low achievers																	
High school	103	1	5	3.3	41%		30	5	10	21	37		29%	5%	10%	20%	36%
Jr. high	151	1	5	4.2	14%		10	2	20	39	80		7%	1%	13%	26%	53%
Intermediate	156	1	5	4.2	11%		5	4	22	48	77		3%	3%	14%	31%	49%
Primary	158	1	5	4.1	10%		5	9	25	44	75		3%	6%	16%	28%	47%
Preschool	101	1	5	2.9	43%		33	9	17	16	26		33%	9%	17%	16%	26%
Improve for LEP's																	
High school	108	1	5	2.7	39%		41	10	21	17	19		38%	9%	19%	16%	18%
Jr. high	138	1	5	3.2	22%		32	14	24	27	41		23%	10%	17%	20%	30%
Intermediate	148	1	5	3.3	16%		32	11	26	34	45		22%	7%	18%	23%	30%
Primary	148	1	5	3.4	16%		30	13	24	32	49		20%	9%	16%	22%	33%
Preschool	105	1	5	2.7	40%		36	14	20	13	22		34%	13%	19%	12%	21%
Improve class instuction where multi lang.																	
High school	109	1	5	2.3	38%		49	16	17	14	13		45%	15%	16%	13%	12%
Jr. high	134	1	5	2.8	24%		48	16	16	25	29		36%	12%	12%	19%	22%
Intermediate	141	1	5	2.8	20%		49	16	18	25	33		35%	11%	13%	18%	23%
Primary	139	1	5	2.9	21%		49	15	15	24	36		35%	11%	11%	17%	26%
Preschool	107	1	5	2.4	39%		46	19	14	10	18		43%	18%	13%	9%	17%
Reduce dropout	128	1	5	3.2	27%		28	13	23	33	31		22%	10%	18%	26%	24%
Early id at-risk	167	1	5	4.0	5%		13	9	23	41	81		8%	5%	14%	25%	49%

	#	Min	Max	Mean	miss	Frequency 0	Distibution (number) 1	2	3	4	5	Frequency 0	Distibution (percent) 1	2	3	4	5
Distance learning technology																	
Science	159	1	5	3.5	10%		23	14	33	44	45		14%	9%	21%	28%	28%
Mathematics	158	1	5	3.3	10%		26	15	37	39	41		16%	9%	23%	25%	26%
English	152	1	5	3.1	14%		28	19	39	35	31		18%	13%	26%	23%	20%
Foreign Language	145	1	5	3.0	18%		30	25	37	18	35		21%	17%	26%	12%	24%
History	147	1	5	3.1	16%		29	16	47	28	27		20%	11%	32%	19%	18%
Other	67	1	5	2.6	62%		23	10	18	5	11		34%	15%	27%	7%	16%
Use of technology onsite																	
Science	161	1	5	3.9	9%		5	10	30	62	54		3%	6%	19%	39%	34%
Mathematics	161	1	5	3.8	9%		9	9	32	61	50		6%	6%	20%	38%	31%
English	156	1	5	3.7	11%		10	11	40	54	41		6%	7%	26%	35%	26%
Foreign Language	149	1	5	3.3	15%		15	20	47	34	33		10%	13%	32%	23%	22%
History	153	1	5	3.4	13%		12	16	48	46	31		8%	10%	31%	30%	20%
Other	74	1	5	3.5	58%		10	5	20	15	24		14%	7%	27%	20%	32%
Involve partents	167	1	5	3.6	5%		14	18	44	43	48		8%	11%	26%	26%	29%
Improved voc/tech training																	
High school	115	1	5	3.0	35%		37	6	21	25	26		32%	5%	18%	22%	23%
Jr. high	138	1	5	3.0	22%		35	9	30	43	21		25%	7%	22%	31%	15%
Improved counseling																	
High school	106	1	5	3.2	40%		28	7	16	23	32		26%	7%	15%	22%	30%
Jr. high	153	1	5	4.1	13%		13	5	23	32	80		8%	3%	15%	21%	52%
Improved curriculum																	
Reading+	169	1	5	4.1	4%		4	10	31	44	80		2%	6%	18%	26%	47%
Mathematics	170	1	5	4.0	3%		4	9	36	51	70		2%	5%	21%	30%	41%
Science	169	1	5	4.0	4%		2	5	45	50	67		1%	3%	27%	30%	40%
Social Study/Hist	168	1	5	4.0	5%		3	10	43	48	64		2%	6%	26%	29%	38%
Foreign Language	141	1	5	3.4	20%		15	13	46	30	37		11%	9%	33%	21%	26%
ESL	138	1	5	3.4	22%		24	13	31	29	41		17%	9%	22%	21%	30%
Other	45	1	5	3.7	74%		7	2	7	12	17		16%	4%	16%	27%	38%
DIFFICULTY of providing instruction/service																	
Secondary advanced placement course																	
Science	99	1	5	3.4	44%		13	19	18	15	34		13%	19%	18%	15%	34%
Mathematics	98	1	5	3.3	44%		18	17	17	12	34		18%	17%	17%	12%	35%
English	97	1	5	3.2	45%		18	16	19	14	30		19%	16%	20%	14%	31%
Foreign Lang	95	1	5	3.7	46%		12	7	19	12	45		13%	7%	20%	13%	47%
History	93	1	5	3.3	47%		16	14	17	19	27		17%	15%	18%	20%	29%
Other	32	1	5	3.4	82%		6	3	7	5	11		19%	9%	22%	16%	34%
Effective LEP instruction																	
Primary	125	1	5	3.3	29%		18	15	33	32	27		14%	12%	26%	26%	22%
Intermediate	125	1	5	3.4	29%		15	12	34	36	28		12%	10%	27%	29%	22%
Jr high	110	1	5	3.5	38%		14	8	23	37	28		13%	7%	21%	34%	25%
High school	71	1	5	3.0	60%		19	8	9	23	12		27%	11%	13%	32%	17%
Vocational/technical training																	
Jr. high	116	1	5	3.6	34%		16	10	21	22	47		14%	9%	18%	19%	41%
High school	77	1	5	2.9	56%		19	13	20	9	16		25%	17%	26%	12%	21%
Adult school	65	1	5	3.0	63%		16	10	15	9	15		25%	15%	23%	14%	23%

	#	Min	Max	Mean	miss	Frequency 0	Distibution (number) 1	2	3	4	5	Frequency 0	Distibution (percent) 1	2	3	4	5
Latest knowledge/research																	
Effective elem.	149	1	5	2.8	15%		28	34	44	32	11		19%	23%	30%	21%	7%
Middle school	146	1	5	2.8	17%		26	25	53	31	11		18%	17%	36%	21%	8%
Effect teaching	162	1	5	2.8	8%		27	35	59	29	12		17%	22%	36%	18%	7%
Multi curtural	152	1	5	3.1	14%		17	23	59	36	17		11%	15%	39%	24%	11%
LEP	154	1	5	3.2	13%		21	19	45	42	27		14%	12%	29%	27%	18%
Career	152	1	5	2.9	14%		23	29	54	33	13		15%	19%	36%	22%	9%
restructuring	155	1	5	2.9	12%		22	31	51	38	13		14%	20%	33%	25%	8%
Mandates	157	1	5	3.0	11%		23	20	62	36	16		15%	13%	39%	23%	10%
At-risk	160	1	5	3.4	9%		13	21	47	48	31		8%	13%	29%	30%	19%
Leadership	161	1	5	2.9	9%		26	30	53	34	18		16%	19%	33%	21%	11%
Teacher developement																	
Effective schools	162	1	5	3.0	8%		26	26	53	41	16		16%	16%	33%	25%	10%
Effect teach	162	1	5	3.0	8%		22	29	54	39	18		14%	18%	33%	24%	11%
Effect inst	162	1	5	3.0	8%		21	30	52	39	20		13%	19%	32%	24%	12%
LEP	152	1	5	3.3	14%		22	19	38	45	28		14%	13%	25%	30%	18%
Multi cultural	152	1	5	3.2	14%		20	20	46	45	21		13%	13%	30%	30%	14%
Career	162	1	5	2.8	8%		27	35	55	32	13		17%	22%	34%	20%	8%
Restructuring	159	1	5	3.0	10%		22	28	58	37	14		14%	18%	36%	23%	9%
Mandates	161	1	5	3.0	9%		23	28	51	43	16		14%	17%	32%	27%	10%
At-risk	161	1	5	3.4	9%		13	21	50	48	29		8%	13%	31%	30%	18%
Content areas	161	1	5	2.9	9%		22	38	45	45	11		14%	24%	28%	28%	7%
High order think	162	1	5	3.3	8%		21	24	37	51	29		13%	15%	23%	31%	18%
Principal development																	
Inst. leader	161	1	5	3.0	9%		21	37	45	32	26		13%	23%	28%	20%	16%
Effective Sch	160	1	5	2.9	9%		22	38	52	30	18		14%	24%	33%	19%	11%
Effective Teach	159	1	5	2.9	10%		25	34	52	28	20		16%	21%	33%	18%	13%
Effect LEP	154	1	5	3.1	13%		24	24	44	39	23		16%	16%	29%	25%	15%
Effect At-Risk	153	1	5	3.2	13%		15	25	57	30	26		10%	16%	37%	20%	17%
Mentor teacher	156	1	5	2.7	11%		32	37	52	23	12		21%	24%	33%	15%	8%
Restructuring	154	1	5	2.8	13%		24	32	61	21	16		16%	21%	40%	14%	10%
Mandates	158	1	5	2.9	10%		24	33	56	31	14		15%	21%	35%	20%	9%
Curric. Align.	158	1	5	2.9	10%		25	34	49	31	19		16%	22%	31%	20%	12%
Content Area	154	1	5	2.8	13%		25	39	51	24	15		16%	25%	33%	16%	10%
Monitoring	158	1	5	2.9	10%		25	40	44	29	20		16%	25%	28%	18%	13%
High order think	158	1	5	3.1	10%		21	28	44	42	23		13%	18%	28%	27%	15%
Parents	159	1	5	2.9	10%		22	36	54	27	20		14%	23%	34%	17%	13%
Novice teacher	153	1	5	2.8	13%		25	32	51	31	14		16%	21%	33%	20%	9%
Administrative Services																	
Accountig	160	1	5	3.0	9%		32	30	36	30	32		20%	19%	23%	19%	20%
Payroll	159	1	5	2.9	10%		29	41	38	22	29		18%	26%	24%	14%	18%
Library	158	1	5	2.8	10%		31	37	45	24	21		20%	23%	28%	15%	13%
Media	159	1	5	2.9	10%		26	40	42	23	28		16%	25%	26%	14%	18%
Computers	160	1	5	2.9	9%		30	29	51	35	15		19%	18%	32%	22%	9%
Textbook	159	1	5	2.8	10%		34	29	45	36	15		21%	18%	28%	23%	9%
Compliance	158	1	5	3.0	10%		27	35	39	32	25		17%	22%	25%	20%	16%
Attendance	155	1	5	2.7	12%		31	41	41	22	20		20%	26%	26%	14%	13%
Expenditures	156	1	5	2.9	11%		30	36	42	22	26		19%	23%	27%	14%	17%
Tests	154	1	5	3.0	13%		26	33	37	30	28		17%	21%	24%	19%	18%
Funds/programs	157	1	5	3.4	11%		13	30	37	33	44		8%	19%	24%	21%	28%
Facilities	155	1	5	3.3	12%		18	26	37	34	40		12%	17%	24%	22%	26%

	#	Min	Max	Mean	miss	Frequency 0	Distibution 1	2	3	4	5	Frequency 0	Distibution 1	2	3	4	5
						(number)						(percent)					
Work with other agencies to provide services																	
advanced placement	129	1	2	1.7	27%		42	87					33%	67%			
County Ed off	176	0	1	0.2		146	30					83%	17%				
Urban Sch Dist	176	0	1	0.0		172	4					98%	2%				
Suburban SD	176	0	1	0.0		168	8					95%	5%				
Rural SD	176	0	1	0.1		154	22					88%	13%				
College	176	0	1	0.1		156	20					89%	11%				
Other	176	0	1	0.0		169	7					96%	4%				
Instuct LEP	165	1	2	1.4	6%	0	91	74				0%	55%	45%			
County Ed off	176	0	1	0.5		93	83					53%	47%				
Urban Sch Dist	176	0	1	0.0		172	4					98%	2%				
Suburban SD	176	0	1			166	10					94%	6%				
Rural SD	176	0	1	0.2		148	28					84%	16%				
College	176	0	1	0.1		160	16					91%	9%				
Other	176	0	1	0.1		165	11					94%	6%				
Voc/tech train	159	1	2	1.6	10%		59	100					37%	63%			
County Ed off	176	0	1	0.2		134	42					76%	24%				
Urban Sch Dist	176	0	1	0.0		174	2					99%	1%				
Suburban SD	176	0	1	0.0		171	5					97%	3%				
Rural SD	176	0	1	0.1		161	15					91%	9%				
College	176	0	1	0.1		166	10					94%	6%				
Other	176	0	1	0.1		160	16					91%	9%				
Obtain Knowledge	171	1	2	1.1	3%		155	16					91%	9%			
County Ed off	176	0	1	0.8		33	143					19%	81%				
Urban Sch Dist	176	0	1	0.1		162	14					92%	8%				
Suburban SD	176	0	1	0.2		147	29					84%	16%				
Rural SD	176	0	1	0.4		108	68					61%	39%				
College	176	0	1	0.3		122	54					69%	31%				
Other	176	0	1	0.2		143	33					81%	19%				
Teacher dev	174	1	2	1.1	1%		162	12					93%	7%			
County Ed off	176	0	1	0.9		25						14%	86%				
Urban Sch Dist	176	0	1	0.1		156	20					89%	11%				
Suburban SD	176	0	1	0.2		139	37					79%	21%				
Rural SD	176	0	1	0.4		101	75					57%	43%				
College	176	0	1	0.5		86	90					49%	51%				
Other	176	0	1	0.1		150	26					85%	15%				
Principal dev	172	1	2	1.1	2%		152	20					88%	12%			
County Ed off	176	0	1	0.6		64	112					36%	64%				
Urban Sch Dist	176	0	1	0.1		166	10					94%	6%				
Suburban SD	176	0	1	0.1		151	25					86%	14%				
Rural SD	176	0	1	0.2		133	43					76%	24%				
College	176	0	1	0.3		122	54					69%	31%				
Other	176	0	1	0.3		124	52					70%	30%				
Administrative Ser	171	1	2	1.2	3%		143	28					84%	16%			
County Ed off	176	0	1	0.8		33	143					19%	81%				
Urban Sch Dist	176	0	1	0.0		171	5					97%	3%				
Suburban SD	176	0	1	0.1		163	13					93%	7%				
Rural SD	176	0	1	0.2		144	32					82%	18%				
College	176	0	1	0.1		161	15					91%	9%				
Other	176	0	1	0.1		167	9					95%	5%				

	#	Min	Max	Mean	miss	Frequency Distibution (number) 0	1	2	3	4	5	Frequency Distibution (percent) 0	1	2	3	4	5
# elem shools	170	0	5	1.5	3%	11	92	47	13	5	2	7%	54%	28%	8%	3%	1%
# teaches	153	1	78.5	14.5	13%												
# students	152	1	1720	335.0	14%												
biling	142	1	2	1.6	19%		57	85					40%	60%			
esl	143	1	2	1.6	19%		62	81					43%	57%			
chap 1	153	1	2	1.1	13%		142	11					93%	7%			
# teaches	60	1	38	15.9	66%												
# students	58	7	878	383.4	67%												
biling	53	1	2	1.6	70%		23	30					43%	57%			
esl	53	1	2	1.5	70%		29	24					55%	45%			
chap 1	57	1	2	1.2	68%		45	12					79%	21%			
# teaches	16	3	33	16.2	91%												
# students	16	75	622	386.7	91%												
biling	14	1	2	1.6	92%		6	8					43%	57%			
esl	12	1	2	1.3	93%		8	4					67%	33%			
chap 1	14	1	2	1.3	92%		10	4					71%	29%			
# teaches	5	2	29.5	14.9	97%												
# students	5	45	630	359.4	97%												
biling	5	1	2	1.8	97%		1	4					20%	80%			
esl	3	1	2	1.3	98%		2	1					67%	33%			
chap 1	5	1	2	1.4	97%		3	2					60%	40%			
# teaches	1	4	4	4.0	99%												
# students	1	120	120	120.0	99%												
biling	1	1	1	1.0	99%		1	0					100%				
esl	0				100%												
chap 1	1	1	1	1.0	99%		1	0					100%				
# jr high shools	121	0	2	0.5	31%	61	59	1	0	0	0	50%	49%	1%	0%	0%	0%
# teaches	61	1	34	13.7	65%												
# students	58	8	640	296.2	67%												
biling	58	1	2	1.6	67%		25	33					43%	57%			
esl	58	1	2	1.5	67%		29	29					50%	50%			
chap 1	60	1	2	1.3	66%		41	19					68%	32%			
# teaches	4	1	18	10.1	98%												
# students	3	161	470	310.3	98%												
biling	4	1	2	1.3	98%		3	1					75%	25%			
esl	3	1	2	1.3	98%		2	1					67%	33%			
chap 1	3	1	1	1.0	98%		3	0					100%	0%			
# teaches	2	8	18	13.0	99%												
# students	2	198	467	332.5	99%												
biling	3	1	2	1.7	98%		1	2					33%	67%			
esl	2	1	2	1.5	99%		1	1					50%	50%			
chap 1	2	1	1	1.0	99%		2	0					100%	0%			

	#	Min	Max	Mean	miss	Frequency 0	Distibution (number) 1	2	3	4	5	Frequency 0	Distibution (percent) 1	2	3	4	5
# high shools	106	0	4	0.6	40%	65	24	16	0	1	0	61%	23%	15%	0%	1%	0%
# teaches	51	0	83	20.2	71%												
# students	47	12	1650	362.0	73%												
biling	48	1	2	1.6	73%		18	30					38%	63%			
esl	46	1	2	1.5	74%		22	24					48%	52%			
chap 1	47	1	2	1.5	73%		22	25					47%	53%			
# teaches	21	1	27	7.7	88%												
# students	20	12	595	131.4	89%												
biling	21	1	2	1.8	88%		4	17					19%	81%			
esl	20	1	2	1.8	89%		4	16					20%	80%			
chap 1	21	1	2	1.7	88%		7	14					33%	67%			

SWRL Senior Staff

Aaron D. Buchanan
Program Director

Robert L. Christensen
Director of Administration

Marcella R. Dianda
Program Manager

Edwin C. Myers
Executive Director

E. Joseph Schneider
Associate Executive Director

Roger O. Scott
Program Director

Carol F. Thomas
Program Director

William J. Tikunoff
Senior Scientist

Beatrice A. Ward
Senior Scientist

Harriet Doss Willis
Program Director

SWRL Board of Directors

Marcia R. Bandera
Deputy Superintendent
Nevada Department of Public Instruction
Carson City, Nevada

Ray Borane
Deputy Superintendent
Arizona Department of Public Instruction
Phoenix, Arizona

Marilyn J. Corey
Educational Consultant
Thousand Oaks, California

James F. Cowan, Superintendent
Ventura County Schools
Ventura, California

Brian Cram, Superintendent
Clark County School District
Las Vegas, Nevada

Nancy Magnusson Fagan, Dean
Graduate School of Education
Pepperdine University
Culver City, California

Clancy Hatleberg
Division Manager
Science Applications International Corp.
San Diego, California

June M. Herrmann, President
Nevada State Board of Education
Las Vegas, Nevada

Paul D. Houston, Superintendent
Tucson Unified School District
Tucson, Arizona

Professor Harold Hunnicutt
College of Education
Arizona State University
Tempe, Arizona

Dorothy Leonard, President
California State PTA
San Diego, California

Agustin Orci, Superintendent
Tempe Elementary School District
Tempe, Arizona

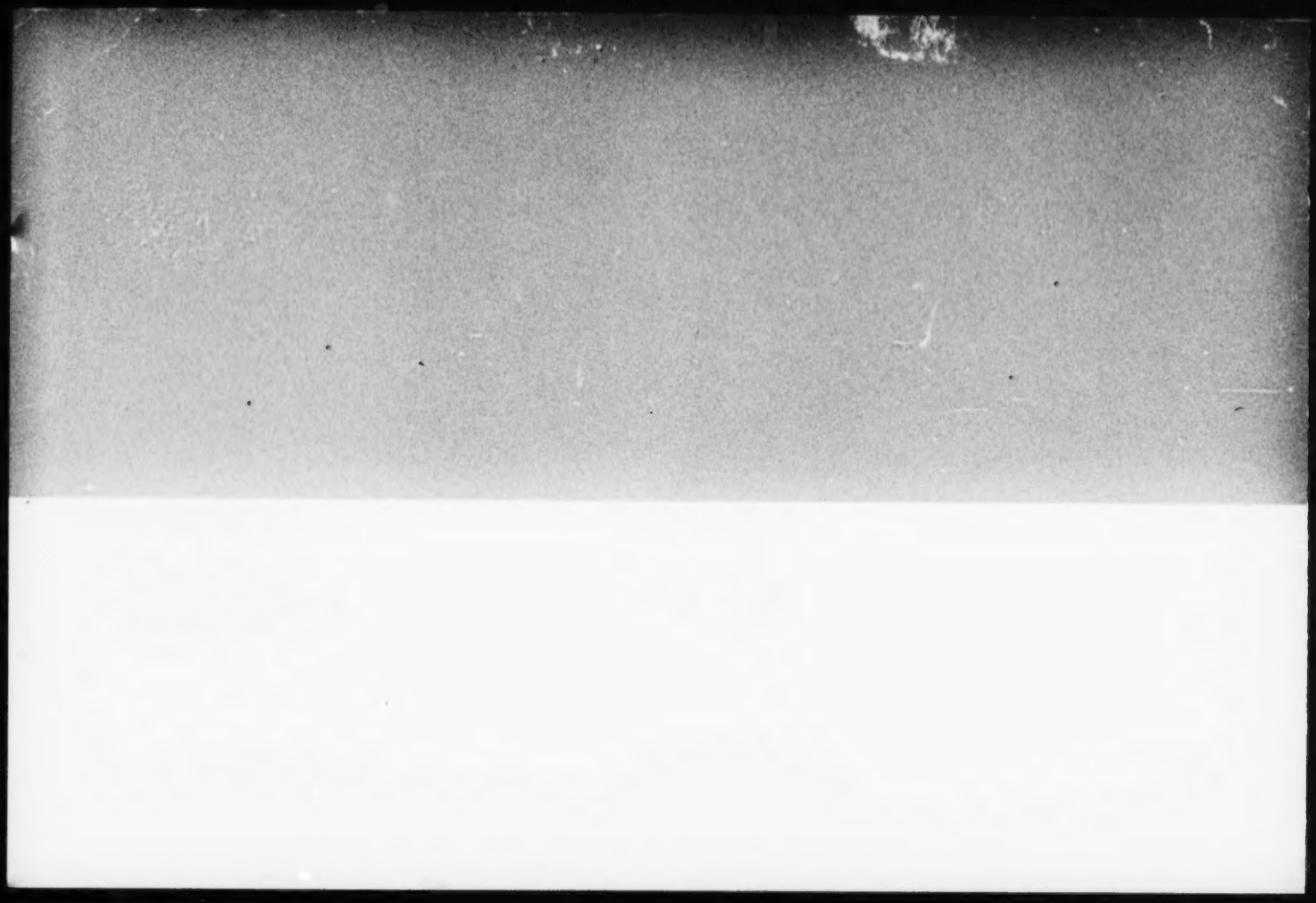
Edwin C. Myers, Executive Director
Southwest Regional Laboratory
Los Alamitos, California

Robert Huerta Ponce
Assistant Superintendent (retired)
California Department of Education
Santa Paula, California

John Sikula, Dean
Graduate School of Education
California State University
Long Beach, California

David T. Romero, Member
California State Board of Education
Hacienda Heights, California

Professor Anthony Saville
College of Education
University of Nevada
Las Vegas, Nevada



BEST COPY AVAILABLE